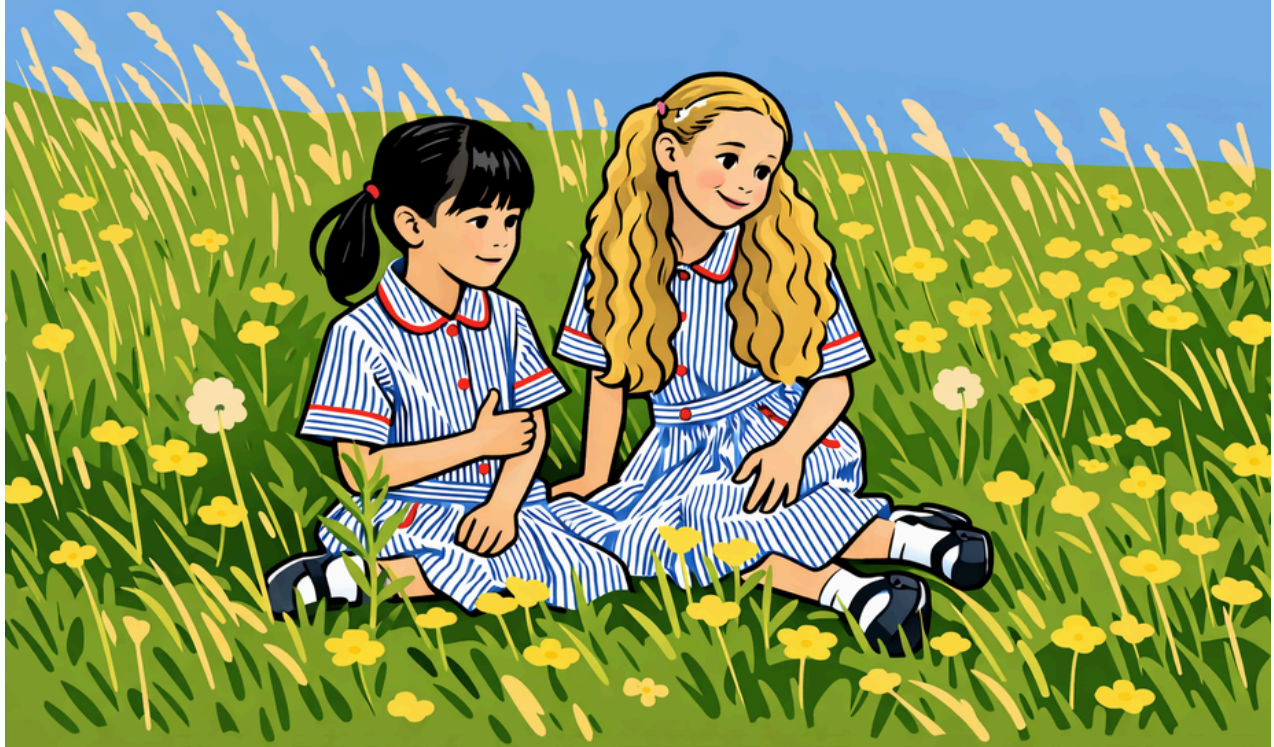




Spring 2 2026

Issue 02

# CHARLTON SPOTLIGHT



## EYFS

Curious Minds, Busy Hands: Early Years Exploring, Creating and Learning Through Play

## YEAR 1-2

Growing Mathematicians and Confident Thinkers: Year 1 & 2 Exploring Numbers, Patterns and Problem-Solving

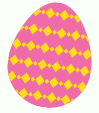
## YEAR 3-4

Adventurous Learners Growing in Confidence: Year 3 & 4 Exploring Nature, Skills and Imagination

## YEAR 5-6

Confident, Creative Leaders: Year 5 & 6 Thinking Deeply, Exploring Widely and Rising to New Challenges

# HEAD TEACHER'S MESSAGE



I can't quite believe that we are already approaching the end of the Spring term, and spring has most definitely sprung. As I write this, the sun is shining and the skies are blue, hopefully a sign of the brighter days to come.

This half-term the children have been busy across all classes: learning, developing new skills, and strengthening friendships. We began the season of Lent with a beautiful Lent Mass led by Father Michael. Marking Lent together is an important part of our Catholic identity; it helps the children understand reflection, gratitude, and the call to help others. As always, the children behaved impeccably and their singing filled the chapel with joy.

Early Years and Key Stage 1 enjoyed a drama workshop with Perform. Workshops like these are so valuable because they build confidence, communication, imagination, and early language skills in a playful, accessible way. Meanwhile, Years 4-6 have been swimming at The Quays as part of our PE curriculum. Swimming is not only a life-saving skill but also a fantastic way for children to develop resilience, stamina, and self-belief. We have loved watching every child grow in confidence this half-term.

We also launched our Book Bingo Challenge, designed to inspire children to read more widely and develop a life-long love of reading. On the same day, we took part in Global Unplugged Day. Teachers planned activities without the use of electricals, and children were encouraged to continue this at home. Reducing and monitoring screen time is increasingly important for children's wellbeing. It supports better sleep, improves concentration, and gives children more opportunities for imaginative play and family connection.

KS2 also visited St Edmund's Church to spend time with Father Michael, learn more about Lent, and explore the features of a Catholic church. They ended their visit with reconciliation and quiet reflection. Opportunities like this deepen children's spiritual understanding and give them space to think about forgiveness, kindness, and personal growth.

As I write, we still have one exciting week to go. Years 4-6 will soon be heading off on their residential trip to Hooke Court for a few days of adventurous activities, teamwork, and independence building. We will finish the term on Friday with our Stations of the Cross at 2pm in the chapel. Everyone is warmly welcome. This will be followed by an Open House, where you can come into school and look at your child's work with them.

Before I sign off and wish everyone a very Happy Easter, a reminder that term dates changed this year to include a three-week Easter holiday. We look forward to welcoming everyone back for the Summer Term on Tuesday 21st April.

Mrs Lea Pay  
Head Teacher



# SPOTLIGHTS

Shining the light on our top performers

## Student

ELLEN



Year 5 **St Michael**

We are so proud of Ellen for submitting the following poem to Blue Peter and receiving a prized Blue Peter badge. Well done Ellen!

## Strictly



Strictly Come Dancing is a show where couples competitively dance.

Trying to win the glitterball they practise all day.

Really pondering about the correct way.

If you can impress Mr Craig Revel Horwood

Chances for the glitterball will be relatively good.

The ballroom is prepared for couples as they come strolling onto the stage

Lively spinning in front of the judges, hoping to win.

Yes, they may be scared but their fears as they perform for the judges, proud.

MR SPARROW

## Staff

Yr 5-6 and Forest School Lead



A warm welcome to Mr Sparrow, our new Year 5 and 6 teacher and Forest School Lead. He brings a wealth of experience from his work in primary schools and Forest Schools, including time spent teaching overseas in Japan. As part of the interview process, the children asked each candidate three questions and took part in a lesson; and Mr Sparrow was their standout choice, which was lucky as he was ours too!

# AFTERSCHOOL CLUBS

Summer 2026



Monday

Languages Mr Sparrow

Depending on demand -  
Spanish, Japanese, Mandarin  
and French

Tuesday

Table top games  
Miss Richardson

SATS & 11+ Study  
Mrs Pay

Wednesday

**SHOWSTOPPERS**  
PERFORMING ARTS ACADEMY

External Club  
(finish time 5.15pm)

Thursday

Esports Mr Darby

Art Cycle External Club

Friday

ECO and Gardening Club  
Mrs Venus

Everyday

Tea Time Care

All clubs run from 15.45 - 16.45 unless otherwise stated

Book all clubs on **SCOPAY**

## WHOLE SCHOOL



World Book Day was a real highlight this half term. We absolutely love seeing the creativity that goes into the children's costumes and spending a whole day celebrating reading. Jack from Showstoppers delivered Matilda themed workshops to all classes, giving every child the chance to try acting, singing, and dancing.

Experiences like this broaden children's experiences, nurture self-expression, and help them discover new talents. A huge thank you to the PTA for funding this wonderful opportunity.

On Monday, the whole school took part in the Big Lent Walk. The sun shone as the children walked laps of the school, through the woods, and around the field and playground. In total, the children walked 94.3 miles. What a fantastic achievement!

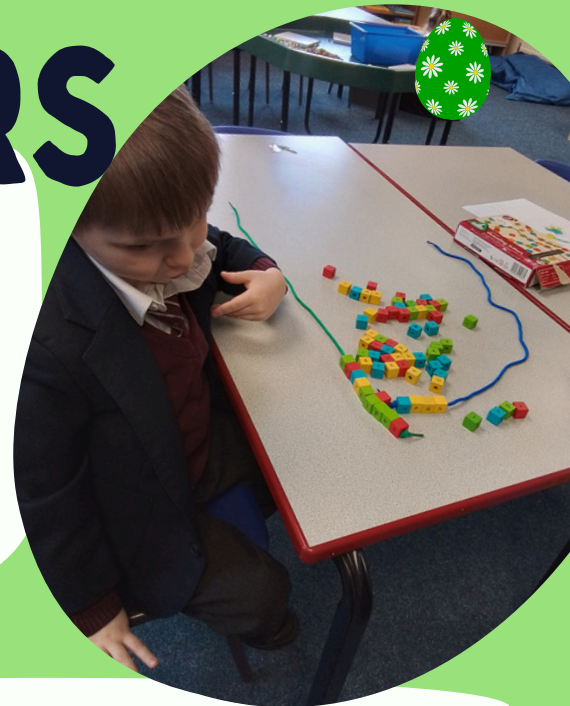
All money raised will be donated to CAFOD to support their work around the world. Giving to charity during Lent helps children understand compassion, global responsibility, and the impact small acts of kindness can have. If you have not yet brought in your sponsorship money, please do so as soon as possible so that we can process it and send it on to CAFOD.



# EARLY YEARS

Reception have been busy in phonics this half-term, making words using colourful beads. Once they had created their words, the children counted the beads and looked for colour patterns, an example of how we weave different areas of learning together.

This kind of multi-curricular activity is so important as it strengthens early literacy while also developing mathematical thinking, fine-motor skills, and the ability to spot patterns and make connections. Most importantly, it keeps learning playful, hands-on, and meaningful for our youngest children.



Kindergarten have been exploring the work of Van Gogh in Art, learning about his bold colours and expressive brushstrokes before creating their own flower paintings inspired by his style. It is wonderful to see such creativity at just three years old, each child produced a beautiful piece of artwork now proudly displayed in their classroom.

Introducing famous artists at this age is so valuable because it nurtures early appreciation of art, builds confidence in self-expression, and encourages children to experiment with colour, texture, and imagination in a way that feels joyful and accessible.

Early Years enjoyed an exciting visit from the Wessex Rivers Trust, where Holly taught the children all about rivers, why they matter, and the wonderful wildlife that depends on them. The children loved acting out a fish swimming upstream to lay its eggs and exploring soft-toy animals and hands-on activities.

Experiences like this are so important as they help children understand the natural world, build early environmental awareness, and develop empathy for living things. They also bring learning to life in a memorable, active way that supports curiosity and a sense of responsibility for caring for our planet.



Early Years have been enjoying plenty of messy play this half-term. Shaving foam, water, sand, and even mud! Messy play is such an important part of early learning because it helps children explore textures, practise early scientific thinking, and develop fine- and gross-motor skills in a completely hands-on way.

It also supports language development as children describe what they feel and see, and it encourages creativity, curiosity, and confidence. Most of all, it gives them the freedom to experiment and make sense of the world through joyful, sensory experiences.



# YEAR 1 & 2

Year 1 and 2 have been busy exploring multiplication and division in Maths this half-term; an essential building block for so much future learning. The children have been learning to create arrays, group and share objects, and identify odd and even numbers. These early strategies help them see how numbers work, not just memorise facts.

Mastering multiplication and division at this stage is so important because these skills are used constantly in everyday life; telling the time, sharing food, working with money, measuring, and problem-solving. Building this strong foundation now gives children confidence and sets them up for success as they move into more complex Maths later on.



Early Years and Year 1 & 2 were lucky enough to take part in a drama workshop with Perform, where the children were led through a series of lively activities based around a toy shop. They threw themselves into the characters, movements, and imaginative play with such enthusiasm.

Workshops like this are so important because they help children build confidence, develop communication skills, and express themselves creatively in a safe, playful environment. Drama also supports language development, teamwork, and emotional literacy; giving children the chance to explore feelings, ideas, and stories in a way that feels exciting and empowering. A huge thank you to Perform for giving the children such a memorable experience.

Year 1 and 2 have been exploring materials in Science, investigating textures, properties, and the different uses of everyday materials. The children have taken part in sorting activities, experiments, and written work to help them understand how and why materials behave the way they do.

Learning about materials at this age is so important because it builds early scientific thinking; observing closely, asking questions, predicting, and testing ideas. It also helps children make sense of the world around them, noticing what things are made of and why certain materials are chosen for particular jobs. This strong foundation supports future learning in Science and encourages curiosity and problem-solving.





# YEAR 3 & 4

Year 3 and 4 have been studying *Granny Came Here on the Empire Windrush* by Patrice Lawrence in English. Through the story, the children have explored the significance of the Windrush era in British history while also reflecting on the qualities we admire in others and the personal strengths needed to achieve our goals. This topic will conclude with the children writing a factual report about the Windrush generation.

Learning in this way is so important because it helps children understand themes of identity, resilience, and fairness, whilst also developing empathy and a deeper appreciation of the diverse stories that shape our country. It strengthens both their historical understanding and their ability to think thoughtfully about character, community, and the world around them.



Year 3 and 4 have been exploring fractions in Maths this half-term, often a topic that many children (and adults!) can find daunting. To build confidence, the children have taken part in a range of hands-on activities, including sorting tasks and even splitting playdough into different fractions to see how parts make a whole. Alongside this practical work, they have, of course, completed more traditional written questions.

Starting with concrete, tactile activities is so important because it helps children grasp the underlying concept before moving to the more traditional abstract work. This approach strengthens understanding, reduces anxiety around fractions, and gives children a solid foundation for the more complex fraction work they will meet in later years.

Year 3 and 4 have been loving their Forest School sessions with Mr Sparrow this half-term. The children have taken part in a wide range of outdoor activities, including continuing their much-loved mindfulness in the woods and learning different types of knot-tying. They have worked both independently and as teams to master each knot and understand its purpose. Everyone in Year 3 and 4 can now confidently (ish) tie a clove hitch!

Forest School is so important because it builds resilience, problem-solving skills, teamwork, and a deep connection with nature. It also gives children the chance to learn practical skills in a calm, hands-on environment that supports wellbeing and confidence



# YEAR 5 & 6



Year 5 and 6 have also been enjoying their Forest School sessions with Mr Sparrow. Alongside the activities shared with Year 3 and 4, they have been learning to identify different trees and working together to build a simple bridge over a particularly muddy patch of the woods.

These sessions are so valuable because they develop teamwork, problem-solving, resilience, and practical outdoor skills, all while strengthening children's connection to nature. Forest School gives older pupils the chance to take on greater responsibility and collaborate on real tasks—experiences that build confidence and independence as they prepare for the next stage of their learning.



Year 5 and 6 have been studying the work of Gaudí in Art, focusing particularly on his extraordinary architecture. After exploring different examples of his designs, the children set to work "Gaudifying" the school; a brilliant new verb they invented! Using pictures of the White House or the main school building, they looked to nature for inspiration and adapted their images to make them more Gaudiesque, full of curves, colour and organic shapes.

This kind of creative study is so important because it encourages children to think like real artists and designers; observing closely, drawing inspiration from the natural world, and experimenting with imaginative interpretations. It also helps them appreciate how art and architecture can transform everyday spaces into something playful, expressive and full of character.



Year 5 and 6 have been exploring living things and their habitats in Science. They began by investigating micro-organisms and discussing whether they are always harmful, before setting up an ongoing experiment to discover what makes bread go mouldy. Each group placed pieces of bread into sealed bags and introduced different variables; such as adding water, touching the bread with a hand, or storing it in a dark cupboard. They have been revisiting the results each week while also studying a range of plants and animals.

This kind of scientific enquiry is so important because it teaches children to predict, observe closely, think critically, test ideas fairly, and understand that living things respond to their environment. It also builds curiosity and confidence as they see real changes happening over time and begin to draw their own conclusions from the evidence.

# SUMMER TERM - 1ST HALF DATES



## APRIL

Monday 20th - Inset Day (School Closed)

Tuesday 21st - 8.40am Children Return to school

Friday 24th - Easter Community Mass (followed by Year 5/6 Retreat)

Saturday 25th - Open Morning

Tuesday 28th - Year 1 & 2 Creative History

Wednesday 29th - Open Afternoon



## MAY

Monday 4th - May Bank Holiday - School Closed

Tuesday 5th - Friday 8th - Speech Competition Heats in class

Wednesday 6th - Queen of the May Celebration of the Word *staff and pupils only* (children to bring in flower donations)

Friday 15th - Early Years Transition Morning

Saturday 16th - Open Morning

Monday 18th - Videographer in during the week (weather dependent)

Wednesday 20th - World Bee Day - details to follow

Friday 22nd - Speech Competition Finals - By appointment

Friday 22nd - Last Day of Term - School closes at 3.45pm

## TBC



Whole School and Class Photos



# UNDERSTANDING MISOGYNY AND THE “MANOSPHERE”: WHAT PRIMARY SCHOOL PARENTS NEED TO KNOW

Many children are spending more time online, and even in primary school they may come across ideas or influencers that promote unkind or unequal views about girls and women. Recent reports show that large numbers of boys are being exposed to online content that presents rigid, stereotyped ideas about masculinity and encourages disrespect towards women. Some organisations have highlighted that even younger boys can encounter this material through short, shareable videos or older siblings' devices.



## WHAT IS THE “MANOSPHERE”?

The term refers to a cluster of online spaces where certain influencers promote extreme or harmful ideas about gender. These messages often:

- Suggest that boys and men should dominate girls and women.
- Mock empathy, kindness, or emotional expression.
- Present relationships as a competition for power rather than mutual respect.
- Encourage children to distrust teachers or parents who challenge these views.

Although this content is usually aimed at teenagers and young adults, younger children can still stumble across it—sometimes without fully understanding what they're seeing. Influencers in this space often package their ideas into short, entertaining clips that are easy to share and hard to avoid.

## WHY IT MATTERS IN PRIMARY SCHOOL

Even at a young age, children are forming ideas about fairness, respect, and how to treat others. Exposure to misogynistic messages can:

- Normalise unkind language about girls.
- Encourage playground behaviours that make others feel unsafe or excluded.
- Undermine the values of equality and respect that schools work hard to build.
- Make boys feel pressured to act “tough” or hide their feelings.

Teachers in several countries have reported an increase in misogynistic language and gestures linked to online influencers, showing that these ideas can filter down into classrooms.



## WHAT PARENTS CAN LOOK OUT FOR

You might notice:

- Children repeating phrases or “jokes” that put girls down.
- Sudden interest in certain online personalities known for extreme views.
- Comments about “real men” or “alpha males”.
- Dismissive attitudes towards female teachers or classmates.

If you hear something that concerns you, staying calm and curious is key. National organisations advise asking open questions and gently exploring where a child heard something and what they think it means.

## HOW TO SUPPORT YOUR CHILD

- Keep conversations open. Let children know they can talk to you about anything they see online.
- Model respect. Children learn from the way adults speak about and to others.
- Set clear boundaries. Explain that unkind or discriminatory language is never acceptable.
- Talk about healthy masculinity. Reinforce that being a boy can include kindness, empathy, and emotional expression.
- Check devices together. Explore what they watch and who they follow, especially on platforms with short-form videos.

## HOW SCHOOL IS RESPONDING

Our safeguarding curriculum teaches children about respect, kindness, and equality. We also help them understand how to stay safe online and what to do if they see something that makes them uncomfortable. If you ever have concerns about what your child is encountering—online or offline—please speak to us. We are here to help.

# Families of Faith

† MARCH †



## Prayer Corner



Dear St. Joseph,  
You listened to God, even while you were asleep.  
Please watch over our family, keep us safe, and help us to trust that God can do anything.  
Help us to rest in His love and stay close to Jesus and Mary.  
Amen.

## Saints to Inspire

**24 March - St Oscar Romero**

Patron of El Salvador, Champion of Justice and Peace

To celebrate St Oscar Romero's feast day at home, follow these simple steps:

📺 Watch the video (QR code) to learn about his life and message.

🕯️ Light a candle and pray together for peace and justice; choose one act of kindness to do this month.

🖼️ Create a "banner of hope" with one of his quotes.

🍽️ Share a traditional El Salvadorian dish, like Pupusas



## Good News from the Gospel



**Sunday 1<sup>st</sup> March - Matthew 17:1-9**

Jesus is our guiding light and teacher. Whisper a message to remind your family to listen carefully to him.

**Sunday 8<sup>th</sup> March - John 4:5-42**

Jesus is the living water. Talk about why we need water and look at photos of your child's Baptism, noticing how water was used.

**Sunday 15<sup>th</sup> March - John 9:1-41**

We are called to actively live our faith. Blindfold each other and point to objects in the room, then talk about how we don't always see who around us needs our help.

**Sunday 22<sup>nd</sup> March - John 11:1-45**

Jesus offers us eternal life if we are open to him. Talk about how we can show we are followers of Jesus.

**Sunday 29<sup>th</sup> March - Matthew 26:14-27:66**

God freely forgives us because God is mercy. Think about how you are going to celebrate Holy Week as a family.

## Family Faith in Action



This month, try placing your worries into the gentle hands of Sleeping St. Joseph, perhaps with a picture or statue by your bedside, as a reminder to rest and trust in God's care.

On Mother's Day, present the jar to Mum and read the notes together as a family, thanking God for her love and guidance. This simple act helps us celebrate the gift of family and remember to pray with gratitude each day.



## Mothering Sunday - 15<sup>th</sup> March

As a mother comforts her child, so will I comfort you (Isaiah 66:13)

## Feast Day of St Joseph - 19<sup>th</sup> March

The Bible describes St Joseph receiving messages from God through dreams in his sleep, with an angel appearing to him, to provide guidance.



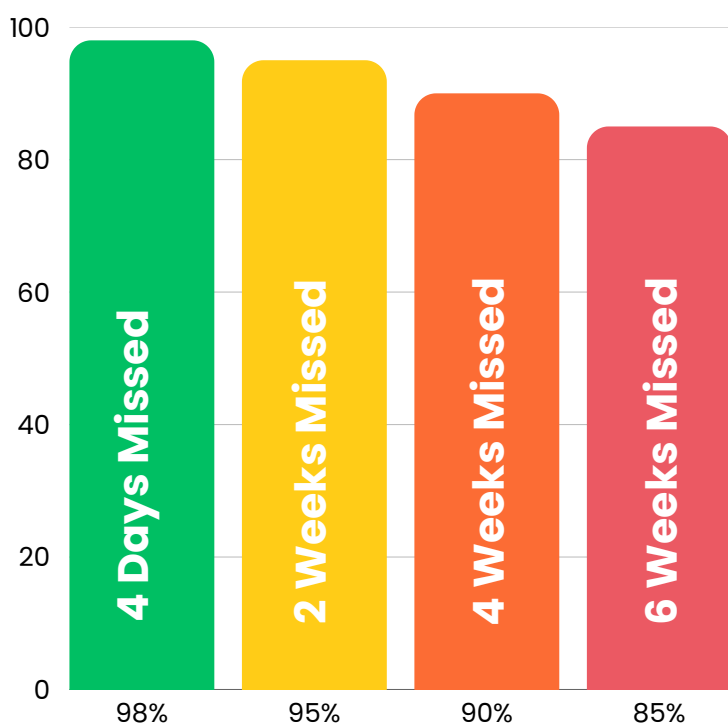
# ATTENDANCE MATTERS!

Every day in school helps your child learn, grow and feel part of our community.

## Why Attendance Is Important

- Helps children keep up with learning
- Builds confidence and friendships
- Supports wellbeing and routine
- Opens future opportunities

## Good attendance supports strong progress



## Authorised Absence

- Genuine illness
- NHS-recommended recovery time
- Emergency medical/dental appointments
- Bereavement
- Religious observance

## Unauthorised Absence

- Birthdays or days out
- Routine Appointments
- Term-time holidays
- Looking after siblings
- Oversleeping
- Waiting for deliveries

## Punctuality Matters - 10 Minutes late each day = 2 Weeks of lost learning

- 8:50–9:00am = late mark
- After 9:00am = unauthorised absence (unless exceptional circumstances)
- Late arrivals can leave children unsettled and missing key learning and missing breaktime to unpack their bag and coat

## Reporting Absence

Report by 8:30am **every morning that your child is absent** via:

- Phone
  - Email
  - iSams parent portal
- Unexplained/unacceptable absences will be recorded as unauthorised.

## School Refusal

If your child is anxious or struggling to attend, please contact us straight away so we can support them and you.

**Mr Hoots awarded to the class with the highest attendance every week!**






# EASTER HOLIDAY ACTIVITIES

## Hands on History: Off With Their Heads (6+)

Mon 30 Mar | 10.30am, 1pm |  
Tudor House | £8

## Art School Plus:

**Mind-blowing Mixed Media,**  
inspired by artist Emma  
Richardson (11 - 16 years)

 Drop off your young people

Mon 30 Mar | 10.30am - 3.30pm |  
Art Gallery | £26

## Art for All: Perfect Peter Rabbit Puppets (4+)

Tue 31 Mar | 10.30am, 12.30pm  
or 2.30pm | Art Gallery | £8

## Art for All: Fabric Print an Egg Hunt Bag (5+)

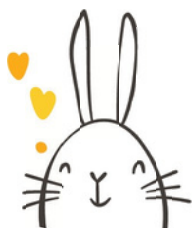
Wed 1 Apr | 10.30am, 12.30pm or  
2.30pm | Art Gallery | £8

## Hands on History: WW2 Ciphers and Spies (7+)

Thu 2 Apr | 10.30am |  
Tudor House | £8

## Tour for All: Southampton and the Second World War

Thu 2 Apr | 2pm | Tudor House |  
£10 (accompanying  
children free)



## Art For All: Wonderful Wooden Eggs (6+)

Thu 2 Apr | 10.30am, 12.30pm or  
2.30pm | Art Gallery | £8

## NEW FOR 2026

## Toddler Time: Beautiful Butterflies (under 4s and friends)

Thu 2 Apr | 10.30am |  
SeaCity | £6

## Art for All: Paintsperimentation Workshop (6+)

Tue 7 Apr | 10.30am, 12.30pm or  
2.30pm | Art Gallery | £8

## Art for All: Spring Decopatch Plant Pots (4+)

Wed 8 Apr | 10.15am, 11.30am or  
1.15pm | Tudor House | £6

## Art for All: Clay Axolotls (5+)

Wed 8 Apr | 10.30am, 12.30pm  
or 2.30pm | Art Gallery | £8

## Tour for All: Titanic Walking Tour

Thu 9 Apr | 11am |  
Tudor House | £10  
(accompanying children free)


## Art for All: MARVELLous Clay Superheroes (6+)

Thu 9 Apr | 10.30am, 12.30pm  
or 2.30pm | Art Gallery | £8

## Hands on History: Titanic Science! (7+)

Fri 10 Apr | 10.30am, 1pm |  
SeaCity | £8


## Junior Art School: Paint, Paint, Paint inspired by artist Emma Richardson (7 - 13 years)

 Drop off your young people

Fri 10 Apr | 10.30am - 3.30pm |  
Art Gallery | £26

## CULTURE CLUB FOR KIDS ACTIVITY DAYS

(Age 6½ - 12 years)

 Drop off your young people

Three days per week | 9am-4pm  
(drop off from 8.45)  
SeaCity | £35 per day or £90 for  
all three days

Get creative, explore our  
collections and learn new stuff  
while making really cool things at  
our themed activity days.

### Week 1: Spring Has Sprung

Mon 30 Mar, Tues 31 Mar, Wed 1 Apr

### Week 2: Planet Earth

Tues 7 Apr, Wed 8 Apr, Thur 9 Apr



See venue websites for further details on events and to book  
[seacitymuseum.co.uk](http://seacitymuseum.co.uk) | [tudorhouseandgarden.com](http://tudorhouseandgarden.com) | [southamptoncityartgallery.com](http://southamptoncityartgallery.com)





**EASTER**  
*Holiday*  
**BINGO**

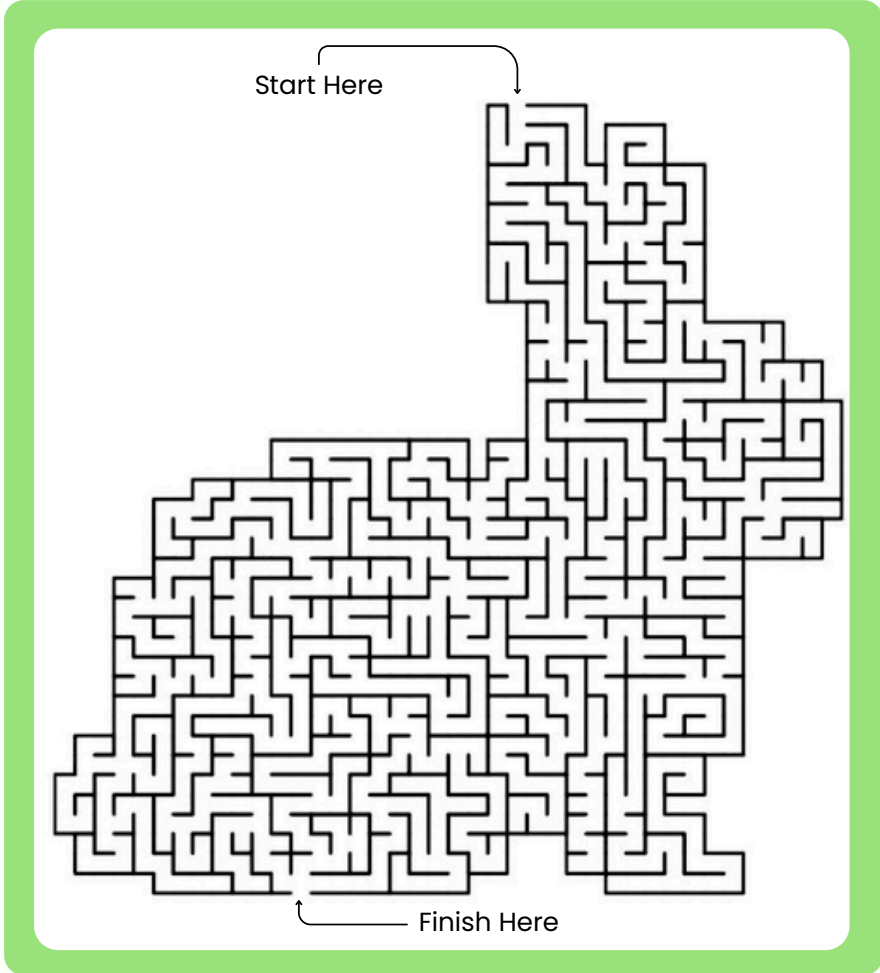
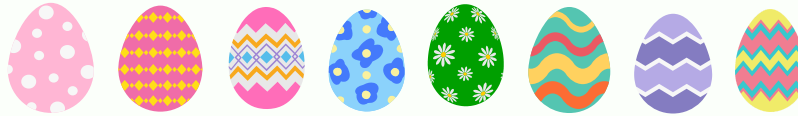
<p><b>Make a miniature resurrection garden.*</b></p>	<p><i>Eat or make some hot cross buns.*</i></p>	<p>Write or say an Easter prayer.</p>	<p><b>Spend 10 minutes in silent reflection.</b></p>	<p><b>VISIT A CHURCH</b></p>
<p><i>Create a piece of art based on part of the Easter Story</i></p>	<p>Make a decorated cross from whatever you choose*</p>	<p><b>Design a stained glass window</b></p>	<p><b>KEEP A GRATITUDE JOURNAL FOR A WEEK.</b></p>	<p><b>Film or voice record yourself telling part or all of the Easter Story*</b></p>
<p>Create or draw an Easter prayer table, including items to represent the season of Easter.</p>	<p><b>Create a food parcel for a local food bank</b></p>	<p><b>DONATE SOME CLOTHES OR TOYS TO A CHARITY.</b></p>	<p><b>Go for a walk and see what signs of spring you can see.</b></p>	<p><i>Write a poem about Spring.</i></p>
<p><b>Make a palm cross from paper, ribbon, grass (or a real palm leaf!)*</b></p>	<p><b>ORGANISE AN EASTER EGG HUNT FOR YOUR FAMILY OR FRIENDS</b></p>	<p><b>Colour an Easter Egg carefully. *</b></p>	<p><i>Learn an Easter hymn or song.*</i></p>	<p>Take part in an egg and spoon race</p>

**Return your BINGO board or send in a picture with a completed row for a small prize or a full house for a big prize!**

**\* Look on Google Classroom for ideas and help.**

# Easter Puzzle Page

Count how many of these Easter Eggs are hidden around this newsletter.



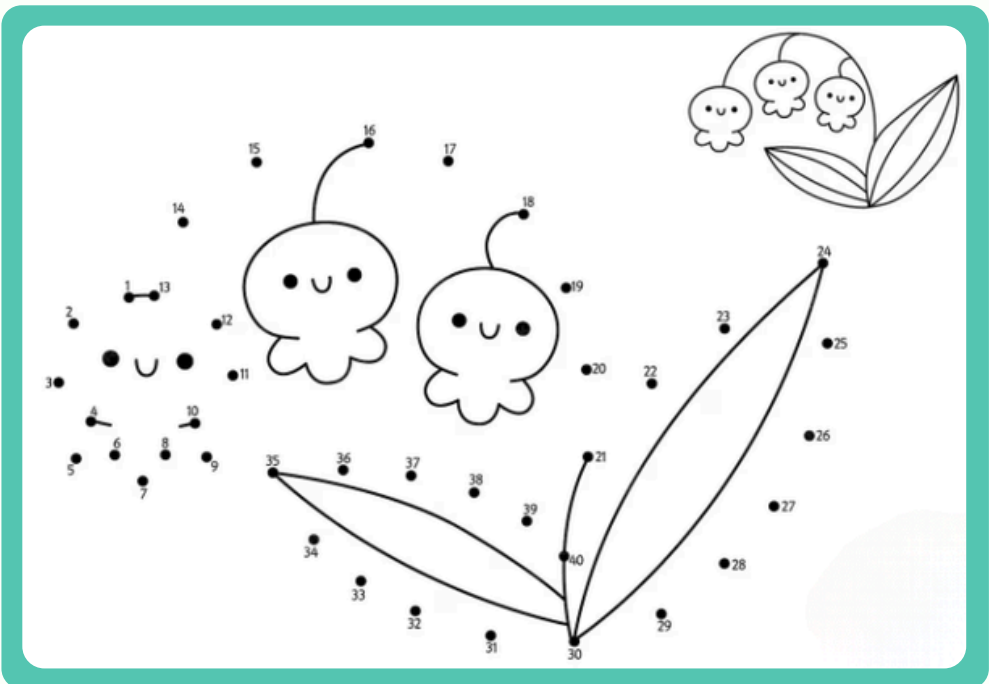
**Riddle**  
 I weave my home in springtime trees,  
 Made of twigs and grass with ease.  
 A perfect place for eggs to lay,  
 What builder am I on a spring day?

Word search grid:

L	I	L			
G	Y	H	U	N	
B	A	S	J	R	T
K	U	D	K	E	T
S	L	E	A	S	A
R	P	G	A	R	T
I	N	G	A	W	E
C	A	O	Q	A	T
A	E	A	E	T	I
L	G	G	L	R	H
I	J	M	B	Y	A
D	O	A	I	E	F
F	Z	B	O	R	X
F	A	J	S	C	G
D	B	S	A	N	G
J	T	A			

Word list:

BASKET	RABBIT	CROSS	BIRD	EGG
DAFFODIL	EASTER	JESUS	HUNT	LILY
CUPCAKE	SPRING	ANGEL	BIBLE	



Answers  
 Riddle answer: a bird  
 39  
 How many eggs are hidden?

Did you find Mr Penfold hiding in this issue?



In response to the current outbreak of war, it's completely understandable to feel unsure about how to react, wanting to help, yet not knowing where to begin. Care and Relief for the Young are running an appeal to support vulnerable children in some of the most heavily affected conflict zones, working through long-standing local partnerships already in place.

If you would like to support this appeal or explore more of CRY's work, please scan the QR code above. If giving financially isn't possible right now, we would be grateful if you would join us in praying for those who are affected by war.

## Safeguarding

If you have any safeguarding concerns, please email our  
Designated Safeguarding Lead at:  
[safeguarding@charltonhouseindependentschool.co.uk](mailto:safeguarding@charltonhouseindependentschool.co.uk)

You can also visit our website using the QR code below to  
access our policies and for further advice and guidance.

